DOCUMENT RESUME

ED 182 479 CE 024 001

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TITLE High Interest Reading Kit. Teacher's Manual.
INSTITUTION Charlottesville City Schools. Va. Dept. of Community Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.; Virginia State Dept. of Education, Richmond. Adult Education Service.
PUB DATE [77]
NOTE 73p.; For related documents see CE 024 002-006

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Adult Basic Education; *Adult Reading Programs; Adults; *Basic Reading; *High Interest Low Vocabulary Books; *Informal Reading Inventory; *Language Experience Approach; Literacy Education; Readability; Reading Ability; Reading Comprehension; *Reading Instruction; Reading Level; *Reading Materials; Teaching Guides; Young Adults
IDENTIFIERS Learning Experience Approach

ABSTRACT

This teacher's manual is designed to accompany a reading kit intended to provide high interest reading materials for late adolescent and adult elementary-level readers (see note). Introductory information discusses the development of the reading exercises from unedited stories dictated by students (the Learning Experience Approach) and organization and use of the five accompanying kits. Reading exercises divided into five categories according to difficulty are available as kits: fourth-grade-and-below readability, approximately fifth-grade readability, approximately sixth-to-eighth-grade readability, eighth-grade-and-above readability, and play reading suitable for all levels. Each exercise includes a "Three Level Guide" section with fifteen true-false questions at the literal, interpretive, and applied levels. An Adult Informal Reading Inventory (AIRI) to determine a student's reading ability and comprehension is also included in the teacher's manual. Two copies of a dictated story are provided with comprehension questions found on the teacher's, but not student's copy. Student evaluation and score interpretation are outlined. Appendixes provide suggestions for supplementary activities and an answer key for questions in all the kits. (YLB)

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high interest reading kit

TEACHER'S MANUAL

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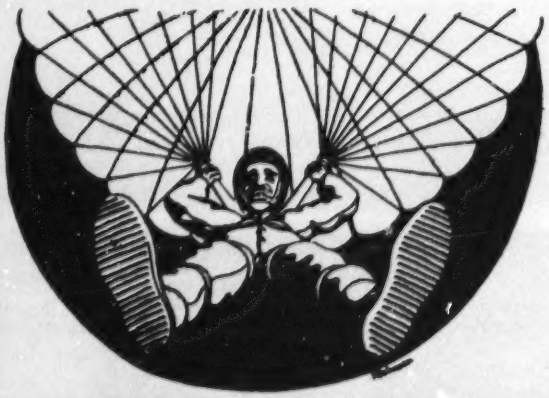

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This Reading Kit was produced by the Community Education Department of Charlottesville City Schools under a grant funded by the Adult Education Service, Department of Education, Commonwealth of Virginia, under authority of Sec. 309 of the Adult Education Act as amended by Public Law 93-380.

The activity which is the subject of this report was supported in whole or in part by the U. S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the Office of Education should be inferred.

acknowledgements

This teacher's manual was prepared from contributions by Ms. Margaret C. Redmond of the Charlottesville Community Education Center and Ms. Virginia Dixon, Mr. Tom Gill, Ms. Julia R. Hammond, and Mr. Karl I. Studt of the University of Virginia. Ms. Abbie Rowlett of the Charlottesville Community Education Center edited the manuscripts and assisted in putting the manual in its present form. I thank them for their contributions.

I also thank Mr. William Moore, State Supervisor for Adult Education; Dr. Phyllis Byrd, Project Monitor; Dr. Jerry Short, Chairman, Department of Foundations of Education at the University of Virginia; Mr. Robert Johnson, artist for the Project; and Ms. Virginia Daugherty, printer for the Project. We could not have completed this work without their wisdom and expertise.

Respectfully Submitted,

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introduction

Interesting reading material for late-adolescent and adult learners is almost non-existent. For these students, reading instruction is often unmotivating and irrelevant, with the result that many students work slowly and carelessly, eventually losing interest and dropping out. The following student comments illustrate the deficiency and consequent daily problems that occur in teaching reading to this group:

"Why don't I come everyday? That stuff we have to read is dull. It's not my life."

"I've read about 40 of the exercises. I remember only one of them. It was funny — about how hard it is to get tops off drink and sardine cans. I remember it because it was something that happened to me. The other stories — I can't remember anything about them."

"The things I read aren't in my words, my way of talking. It makes it hard to get started and keep going in reading."

This reading kit represents an attempt to meet the need for interesting reading materials for the older student. It was developed through use of the Language Experience Approach[1] (LEA), an innovative approach to the teaching of practical reading skills. The basic premise of LEA is that every individual has well-developed oral language skills and that these skills should be used in teaching him to read. This is done by asking a student to briefly describe a personal experience, which the teacher transcribes exactly as it has been related. The student is then asked to read the story he has just told, which he is able to do by matching his spoken words with the corresponding written symbols. Since the source of the reading material is the student himself, this approach facilitates his learning because he reads familiar words that are already part of his oral vocabulary.

LEA is also advantageous because it avoids the puerile "See Dick run" of elementary primers, while maintaining a low level readability. And since it relies on the previously acquired language resources of the individual student, LEA has proved especially effective for teaching late-adolescent and adult elementary level readers who have a wealth of experiences, interests and opinions which provide them with a broad basis for generating material.

All the reading selections in the kit are the work of students. The student-authors recorded stories, usually of their own experiences, and from these personal accounts a set of reading units was developed. Each unit includes a taped version of the student's account, a printed version, and a set of comprehension questions. Little editing was done in order to preserve the spoken English of the authors. The kit makes no claim to teach "standard" grammar. There is strong evidence that "standard" grammer is only learned when a student is highly motivated to learn it. Therefore, to spend time teaching grammar when a student's primary goal is to learn to read can be wasted effort.

Although this kit is intended as a source of high-interest reading exercises for

[1] *For a complete discussion see Russell Stauffer's* ***The Language Experience Approach to the Teaching of Reading*** *New York: Harper & Row, 1970*

use of the reading kit

students, we hope that it will be regarded as a supplementary source and that teachers will be encouraged to use the Language Experience Approach with their own students. We also hope that after reading selections from the kit, students themselves will be stimulated to dictate accounts of their own experiences.[2]

Reading Exercises

As described in the introduction, the reading exercises in this kit began as stories dictated by students at the Community Education Center in Charlottesville, Virginia. They have been grouped according to difficulty into five categories:

100 level: 4th grade and below readability
200 level: approximately 5th grade readbility
300 level: approximately 6th to 8th grade readability
400 level: 8th grade and above readbility
500 level: play reading, suitable for all levels

Each reading exercise — or dictated story — has a number printed on its top, left-hand corner. However, the order of the cards within each level is not important; therefore, students may choose any reading of interest within the appropriate level.

Specific reading selections were chosen for inclusion in the kit for a number of reasons:

1. To provide high-interest reading material to students of various ages and backgrounds, i.e., "In Those Days," "Herbs," "Old Fashioned Eating."

2. To provide adolescent and adult readers with practical and useful information, i.e., "Legal Aid," "Food Stamps."

3. To provide low-level readers with the opportunity to share many of the problems and difficulties they face, i.e., "Reading and Writing," "Getting a Driver's License."

4. To provide readers at all levels with the opportunity to read about the humorous, sad, and everyday experiences of other people, i.e., "Nanny Goat," "Old Family Pets."

With such diversity of subject matter, every student should be able to find reading material that will both stimulate his desire to read and, eventually, to dictate stories of his own.

At the end of each reading exercise there is a section entitled "Three Level Guide,"[3] which contains fifteen true-false questions arranged in three sets of five questions each. The first set of questions — "What did the author

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[2] *The activities which can be derived from this process are numerous. See Appendix for examples.*

[3] *Based on Harold Herber's* ***Teaching Reading in the Content Areas, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970***

say?" — tests the student's literal understanding of the material read and his recall of the significant facts. These questions aid the student in learning to assimilate and organize information.

The next set of questions — "What did the author mean?" — addresses the meaning of the passage and requires the student to organize and interpret what he has read. These questions test the student's grasp of main idea, vocabulary, syntax; and colloquial usage.

The third set of questions — "How can we use the meanings?" — asks the student to evaluate the story in relation to his own life. These questions encourage the student to apply principles, either stated or implied, to new situations outside the reading context.

Most students can benefit from all three levels; however, some may have difficulty with the interpretive and applied levels. This is usually because students have learned to see the reading task simply as one of retention of details and not as an interpretive process. The teacher can help the student by asking him to predict while he reads. After he has read a few paragraphs, he should be stopped and asked what he thinks may happen in the rest of the story. He should also be asked to formulate some questions that the story suggests. Then he should finish the story to see if his questions are answered. This process will encourage the student to read actively and to interpret as he reads.

It may also be helpful to have the student read and discuss the questions before reading the passage. If the teacher consistently emphasizes the importance of the whole passage, the student will begin to respond to interpretive and applied level questions.

Students are to mark their answers on a separate sheet of paper; they should not be allowed to write on the cards. The true statements should be checked and the false statements left blank. An answer key is included in the Teacher's Manual.

The literal level questions are based on the facts of the story. Many are statements taken directly from the story. While most of the questions in the interpretive level (questions 6-10) are based on the author's intent, a number are open to individual interpretation. In the applied level (questions 11-15), the majority of the questions are designed to encourage the student to generalize from the story to his own life. As people differ on many issues, there are no rigid right or wrong answers. The answers on the answer key represent the most generally accepted attitudes; however, students should be encouraged to express their own ideas and opinions. A question should be considered correct if a student is capable of a justification for his answer.

Students reading the same selections during a reading period may have group discussions in order to express individual opinions. In addition, selected questions from the applied level can be read aloud as a stimulus for discussion. In a group of elementary-level readers, it is useful to tape these discussions. The tapes can then be typed in dialogue (play) form and read by the participants of the discussion. Two of the plays, "Changing with the Times" and "Cars," are examples of this process.

Adult Informal Reading Inventory (AIRI)

One way to accurately determined a student's read-

ing level is through the informal reading inventory. A reading inventory is simply a testing procedure whereby the student reads the passage supplied and then orally answers several questions about it. Informal reading inventories (Silvaroli, McGuffey) exist, but these are unsuitable for adults. Therefore, we developed an Adult Informal Reading Inventory (AIRI). Like the reading kit, AIRI consists of dictated stories arranged in graded selections with questions for each selection. The readings range from primer level through the 8th grade. There are two copies: a student copy consisting only of the dictated story and a teacher's copy which also includes comprehension questions and grade level difficulty in the upper left-hand corner. There are three selections for each grade level. Selections by both men and women are included so that the teacher may choose one that interests the student. Like the reading exercises, our reading inventory is designed to test the student on three level of understanding: the **literal** (what the passage says), the **interpretive** (what the passage means), and the **applied** (how the meaning can be used).

Students are asked to read aloud one of the passages as the teacher follows on his copy. On the score sheet provided, the teacher should note those words the student cannot recognize. A score of 90% or above on word recognition in context indicates the appropriate reading level.

It is essential to carefully record and analyze a student's performance on AIRI because it can suggest problem areas. For example, if he reads, "Jim jumped on his house and rode away" for "Jim jumped on his horse and rode away," he is word-calling and probably does not understand how to use context clues. If there are many errors of this kind, activities which encourage him to read for meaning should be emphasized (See Group Directed Reading Thinking Activities). If he reads "stand" as "send," "stop" as "sip," or "sick" as "stuck," we can infer that he does not see the significant difference between the beginning consonant "s" and the beginning blend "st." We can also see that the student confuses letter-sound correspondence for vowels in these words. The important thing to remember is that the student miscues as he does for a reason. Learning to read and spell is not a memorization process, but a continuum of understandings about how words work. His miscues reveal his present strategies, understandings, and misconceptions; by studying them, we can determine where to begin.

After the student finishes reading the selection, the teacher should have him answer orally the questions which follow. The student's responses can be recorded on the score sheet and a percentage of correct responses calculated. For most students, 75% (one wrong) or better indicates his independent comprehension level. The student should then read the second selection silently, and the same procedure should be followed for answering the questions. Scores for both passages may then be compared. These may differ slightly, so the teacher must use his best judgment in determining the appropriate reading level.

It must be emphasized that AIRI was developed as an estimate of a student's reading ability and comprehension

skills. Many students can read at higher levels of difficulty than would be expected, due to the high relevance of the materials. For example, a man who had worked at Morton's Frozen Food read the story "Morton's Food" easily, even though the story received a readability rating of 8.0 and the man's frustration level as measured by AIRI was at the 4th grade level. After administering AIRI, have the student begin at the level deemed most appropriate. Each student's progress in reading on a particular level should be monitored closely and frequently reevaluated.

AIRI may also be used as an aid in assessing a student's achievement. After he has read a number of the selections on one level, portions of AIRI may be readministered to help determine his readiness to move to the next level. Areas of strengths and weaknesses may be reassessed.

Tapes

Listening to a tape recording of a reading selection often reinforces a student's silent reading. Therefore, tapes for each of the dictated stories in the kit have been provided, not as an alternative, but as an aid to independent reading. A reading exercise that is one or two levels beyond the student's present level should be chosen. The student should listen to the tape of the selection while following it on his card. If necessary, he may do this two or three times. Then he should be asked to read the selection aloud. At this point he should be able to read with few mistakes, and being able to read the story smoothly should encourage him to attempt more difficult material.

APPENDIX
supplementary activities

The Journal

It is suggested that every student keep a journal. In it he may record, or the teacher may record for him, accounts of personal experiences, day-to-day activities, thoughts about or reactions to people and events, etc. The entries should be arranged in chronological order so that as the student looks back and rereads them, he may see evidence of the progress he is making by comparing his early stories to his later ones. The entire journal could also be shared with other students so that each student will be able to communicate his ideas and experiences through the medium of the journal.

These materials may be used for instructional purposes, or they may serve as a source of enjoyable reading for the students. The journals give the students confidence in the ability to utilize their own resources in learning to read.

Group Directed Reading Thinking Activities (DRTA's)

Learning to read involves a great deal more than just word recognition. It is essential that students learn also to organize and interpret as they read. Group Directed Reading Thinking Activities are very useful aids in teaching students to read actively. Material which a group of students at or near the same level of competence can read should be chosen. Then these students should read this aloud. They should be stopped repeatedly throughout the passage and questioned about what they have read. They should be asked to predict what will happen next. If the passage does not meet the students' predictions, they should be asked to discover why it did not. This process of continually setting up expectations and then having those expectations either fulfilled or overturned teaches students to organize and reorganize, to interpret and reinterpret as they read. DRTA's will also expose students to the experiences and word knowledge of other members of the group.

In the group DRTA's, the student is encouraged to question his ideas and concepts. In a group in which pupil thinking is the prime directive, each student's fund of experience and knowledge provides the material from which he will begin to reorganize his thinking. This reorganization is necessary for continued development and progress in reading. As he hears other students, the student's word attack skills will grow, and he will show an increasing ability to attack his own dictated words.

Directed Listening Thinking Activities (DLTA's)

In all reading research, the one factor which seems to predict reading success or failure is whether a student was read to as a child. By listening, the student becomes accustomed to the more complicated syntax and vocabulary of written material and learns to attend to meaning. The highest level at which a student can comprehend what is read to him is called his hearing capacity. A student's hearing capacity is usually several levels above his reading level; that is, he can understand vocabulary and syntactical constructions that he would be unable to read. With few exceptions, a student's hearing capacity marks his uppermost possible reading level, so if progress is to be made in reading, hearing capacity must also be raised. The student should listen to material at his highest level in activities like those described

in the Group Directed Reading Thinking Activities. DLTA's are also useful in helping a student respond to passages on all three levels discussed in Three Level Guides.

Word Bank

The word bank, as Russell Stauffer originally conceived it, is a very effective tool in teaching beginning reading. The idea is to build a "bank" of words through the student's regular deposit of known words. The words are taken from the student's dictated stories and thus are part of his spoken vocabulary.

After producing a dictated story, the student underlines the words he recognizes in the story. These words are then transferred to a 3 x 5 index card. They can then be used in a number of activities such as word hunts, word sorts, filing and alphabetizing, and sentence building. Use of the word bank in beginning creative writing not only facilitates composition but also word retention. Word banks are invaluable in developing word study skills without primer level materials. The student can use the words in studying initial consonants, consonant blends and digraphs, short vowels, long vowels, vowel digraphs, vowel diphthongs, and phonograms.

Investment in personalized word banks is profitable. It offers the student a short- and long-term savings that can build up steadily over the years.

Spelling

Spelling has traditionally been taught by rote, often becoming a meaningless exercise. But used in conjunction with dictated stories and word banks, it has practical importance, both because the student himself supplies the content of the activity, and because in order to independently draft his stories (an eventual goal of most students), he must know how to spell. The procedure for testing a student's spelling knowledge may follow conventional methods. The important point is that the words he is learning to spell are associated with his own work.

To test a student, choose five to ten words from his dictated story or from his word bank, and ask him to study them. In a few days, test him on the words. Let him correct the test himself by comparing it to a list of the correctly spelled words. Any words that he has misspelled may be added to a future list.

Echo Reading

Another use for a student's dictated stories is echo reading. Echo reading is useful for students who read slowly, word by word, and consequently comprehend little of what they read. The teacher reads a sentence fluently, and the student is instructed to read the same sentence after the teacher. The teacher then reads the next sentence, and the student follows. Teacher and student continue to read one paragraph or the entire passage in this manner. The comprehension and expression that accompany fluency are tasted by the student whose own reading experience has been one of frustration. The tapes which are provided can facilitate a student's independent participation in this type of activity.

Play Reading

Every teacher knows that students love to read plays aloud. Furthermore, they benefit greatly from such reading, because interest is so high. Therefore, the reading kit

questions most frequently asked by teachers

includes Play Reading, level 500. The plays are not graded, since we feel that taking part in them is an appropriate activity for students at all levels. Even a non-reader is able to participate. As an aid to the beginner, the teacher should record his part, so the student may listen to the tape until he is familiar with his lines. Then, when he participates in the play reading, he will begin to make use of visual cues in the print.

I have students who cannot read the lowest level stories in the kit. What about them?

There are two ways you can have these students "reading." The first is to have them dictate a story (short to begin with) and then (a) read it back to them as they look on; (b) have them read it to themselves with your support; and (c) have them read it alone.

The second is to follow the same procedure as above using the stories and tapes in the kit. For a time, of course, the student will be depending largely on memory. As he reads and rereads the stories, he will begin to pay attention to the distinctive features of certain words (usually the beginning consonant). Words from the stories which become sight words should be placed in his word bank to analyze and compare with others.

These stories are not grammatical. Won't this keep students from learning the correct form?

The primary emphasis of the kit is reading. The kit meets the student at his present level and helps him to move on. The task of the beginning reader is to associate the sound and meaning of the language which he has known since childhood with the written symbol. Using grammar he knows gives him support in his reading. Let the student see a match between spoken and written language and use this to learn to read. Once the student can read his own language, he will have no difficulty reading standard material.

There are, however, subtle ways that a teacher can facilitate the transition to standard grammatical usage. Let the student spend some time each week listening to tapes of material that is grammatical. Gradually, he may begin to imitate what he is hearing. Often a student wants his own stories to be grammatical. He may ask you what the correct usage is, and, **if he asks,** tell him.

Why use known words when teaching word analysis skills? Shouldn't students learn to attack words that are new to them?

Linguists have found that there are hundreds of rules for the standard pronunciation of English words. Imagine, then, the possibilities for pronunciation. Reading involves matching the written symbol with a corresponding sound/mean-

ing system. By using known words, a student is able to listen to his characteristic pronunciations. Hearing these, he can make generalizations about what letters represent what sounds and then gradually use these generalizations to attack new words.

How do I know when a student has mastered one concept regarding the spelling patterns of words (such as initial consonant blends) and is ready to move on to another?

The "proof of the pudding" is always in the student's reading. When he correctly honors spelling patterns, he has mastered them. But until he does (even if he can correctly identify a word), he needs more practice. When the student has internalized the pattern and responds correctly automatically, he is ready to move on.

My students lack reading skills. Wouldn't they be better off using traditional workbooks?

Reading is an extremely complex activity and one about which little is understood. Thus, it may sound facile to say that one learns to read by reading, but this does indeed seem to be the case; and herein lies one advantage of the methods described in this manual. That is, a student begins reading immediately and begins reading material that is not dissociated from his own language structure. As the student develops reading skills, he will make discoveries about language. He will, for instance, begin to see the consistencies in the spelling/sound/meaning system of written English. But these discoveries are coincident with reading. Most traditional workbooks separate word study and the reading activity.

However, workbooks can be used as supplementary material if the following cautions are kept in mind:

- As we have pointed out, students need to use their own sound system, and many of the words in the workbook may not be known words.
- Many times the activity in the workbook becomes so narrow that the student finds the answers without any real understanding. Consequently, there is little or no transfer of the workbook activity to his reading.

I am a physical education teacher. I don't know all of the rules my students need to know to sound out words. How, then, can I help them with their word attack skills?

It is not necessary to know all of the rules. Let the student discover the generalizations in the spelling/sound system of English himself. We feel that he best does this by comparing words that he knows. For example, he might group all of the words in his word bank that begin with the single consonant "t" and then read them aloud, noticing that they all begin with the same sound.

But, admittedly, a student cannot simply be left with a pile of words to compare. Our experience has suggested that there is a progression of sound recognition, though the stages may overlap at times. These are the stages we have distinguished:

(a) The beginning single consonant in words;
(b) The initial consonant blends and digraphs in words;
(c) Long (tense) and short (lax) vowels in words;

(d) The various spelling patterns of long (tense) vowels in words;
(e) The various spelling patterns of short (lax) vowels in words using rhyming as a cue;
(f) The endings of words;
(g) The difference between words with one syllable (monosyllabic) and words with more than one syllable (polysyllabic);
(h) Those factors which determine the breaking points of polysyllabic words.

Notice that all of the above include the phrase "in words." It is important to teach these progressions as they are used in words and not in isolation. Thus, words beginning with the initial consonant "b" can be compared with those beginning with "br"; words with the tense vowel "a" such as "came," "take," and "train" can be compared to those with a lax vowel "a" such as "car," "tack," and "man"; words with the tense vowel spelling pattern "ai" such as "train," "pain," and "rail" can be compared to words with the tense vowel spelling pattern a/consonant/e such as "made," "take," and "came," etc.

Word study should begin at the auditory level at each stage. This can be done in group work. One stage doesn't have to be mastered before beginning work on another, but work should be continued on all stages until there is automatic mastery in the student's reading.

I am responsible for 30 students. This sounds like it requires a lot of individual instruction. How am I going to manage it?

Individual instruction does not mean that every student is doing something different but that each student is doing what fits his needs. Thus, grouping is essential and beneficial to both teacher and student.

Students should keep a permanent, growing entry of their word sorts. The teacher can also make up a master word study progression chart. This chart will help him keep track of each student. Students can be taught to do word study independently in groups. They can also be taught to conduct their own DRTA's.

When students read their own dictation or a story that they have listened to, they are depending on their own memory. I don't think they are really reading. (See also #1.)

We must get the student reading fluently for meaning. As he reads more and more, he will begin to notice the distinctive features of words. The beginning reader needs support, and memory is a good source. Learning to read takes time, especially when the student has experienced a previous failure. The teacher's aim in this endeavor is to help the student learn the patterns of written language with a minimum of frustration. When memory can help, let it help.

What are some sources of sound usable advice?

The Language Experience Approach to the Teaching of Reading
by ***Russell Stauffer***

Hooked on Books
by ***Daniel Fader***

Psycholinguistics and Reading
by ***Frank Smith***

answer key

Story No.	Story Title	No. of the TRUE Statement
100's		
101	Getting a Driver's License	1, 2, 4, 6, 7, 8, 10, 12, 13, 15
102	Snapping Turtles	1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 13, 14, 15
103	Tar and Feathers	1, 2, 5, 6, 7, 8, 9, 11, 12, 13, 14
104	Unjustly Accused	5, 6, 7, 8, 9, 10, 11, 13, 14, 15
105	Fleeting Romance	2, 4, 6, 7, 9, 11, 12, 13, 14, 15
106	Superfly Car	2, 4, 7, 8, 11, 12, 13, 14, 15
107	Paper Boy	1, 5, 6, 8, 9, 10, 11, 13, 14
108	Fighting Over Blackberries	2, 3, 4, 6, 8, 9, 10, 11, 12, 13, 14, 15
109	How We Can Help Kids Today	1, 3, 6, 7, 10, 11, 13, 15
110	My Daughter Sarah	1, 2, 5, 6, 8, 10, 11, 12, 14
111	My Wish	2, 5, 6, 7, 8, 9, 13, 15
112	Mother's Death	2, 4, 5, 8, 11, 12, 13, 15
113	Sweet Country Life	1, 3, 4, 7, 8, 9, 10, 11, 12, 13
114	Fire Watching	3, 5, 7, 8, 9, 10, 11, 14
115	Paradise Lost	1, 7, 8, 9, 10, 11, 12, 13, 15
116	Mann	1, 3, 5, 6, 8, 9, 10, 12, 15
117	Election Day	1, 4, 5, 6, 8, 11, 14, 15
118	Mechanics Are People Too	1, 3, 4, 7, 8, 9, 10, 13, 15

Story No.	Story Title	No. of the TRUE Statement
119	School	1, 3, 6, 7, 8, 9, 10, 11, 13, 15
120	Test Driving A Lemon	1, 2, 5, 6, 8, 10, 11, 12, 14
121	Registering To Vote	1, 4, 5, 6, 8, 9, 11, 13, 14
122	It Feels Terrible Having A Birthday In Jail	1, 3, 4, 5, 6, 8, 10, 11, 13, 14
123	Baking Brownies for School	1, 3, 5, 7, 8, 9, 13
124	Life In A Big Family	1, 2, 3, 7, 8, 11, 12, 14
125	How I Started My Art Drawing	2, 4, 6, 7, 8, 9, 11, 13, 14, 15
126	The Run Around	2, 3, 5, 6, 8, 9, 11, 13, 14
127	Train Life	2, 4, 5, 7, 8, 11, 13, 15
128	Loving a Stray Cat	1, 3, 4, 7, 9, 11, 12, 14, 15
129	A New Life For The Little Fish	2, 4, 6, 9, 10, 13, 15
130	The Rough Winter of '77	1, 3, 5, 7, 9, 10, 11, 12
131	Me As A Nurse	3, 6, 10, 12, 13, 14, 15
135	My Broken Engagement	1, 3, 5, 6, 7, 8, 11, 13, 15
133	Lost In The World	1, 2, 4, 6, 8, 11, 13, 15
134	Journal Of My Grandbaby	2, 3, 4, 6, 8, 9, 11, 13, 14, 15
135	Looking Back	2, 5, 7, 9, 12, 13, 15
200's		
201	Reading and Writing	1, 4, 5, 7, 8, 9, 11, 12, 14

Story No.	Story Title	No. of the TRUE Statement
202	Old Fashioned Cures	1, 2, 4, 6, 8, 12, 14, 15
203	The War	1, 3, 4, 6, 7, 8, 9, 10, 11, 12, 15
204	Taxi Cab	3, 5, 8, 9, 11, 13, 15
205	Nanny Goat	1, 3, 5, 6, 8, 10, 11, 12, 13, 14
206	In Those Days	1, 2, 5, 6, 7, 8, 11, 12, 13, 14, 15
207	Tippytoes	1, 5, 7, 8, 9, 10, 11, 13, 15
208	Sneaky Snakes	1, 3, 4, 6, 7, 9, 10, 11, 13, 14, 15
209	A Driving Adventure	1, 2, 3, 6, 8, 9, 10, 11, 12, 13, 14, 15
210	Food Stamps	2, 3, 5, 6, 8, 10, 11, 12, 14, 15
211	A Three Dollar Truck	2, 3, 6, 7, 9, 10, 11, 12, 13, 14, 15
212	Old Fashioned Eating	1, 2, 3, 5, 6, 7, 9, 11, 12, 14
213	Country School	1, 3, 6, 7, 8, 10, 11, 12, 13, 15
214	Country Life Is Beautiful	2, 5, 6, 9, 11, 12, 13, 14, 15
215	Champion Sports	1, 2, 5, 6, 8, 9, 11, 14
216	The Glass Hat House	2, 3, 4, 5, 6, 8, 10, 11, 12, 13, 15
217	Penny	1, 3, 6, 8, 9, 10, 12, 13, 14, 15
218	My Wedding	1, 4, 5, 6, 7, 10, 12, 13, 14
219	Leaving Germany	1, 3, 5, 6, 7, 9, 10, 11, 12, 13
220	A Trip To The Polls	1, 3, 5, 10, 11, 12, 14, 15

Story No.	Story Title	No. of the TRUE Statement
221	The Flood	1, 4, 6, 7, 10, 12, 14, 15
222	What I Learned	1, 3, 6, 8, 10, 12, 15
223	Boxing: Small But Dynamite	1, 3, 4, 7, 8, 9, 10, 12, 13, 14
224	18 Months In The Upper Marlboro Jail	1, 8, 10, 11, 12, 15
225	Karate: Kung-Fu King	1, 6, 9, 10, 11, 12, 13, 14, 15
226	The Early Morning Milk Man Blues	1, 4, 5, 6, 7, 8, 11, 12, 13, 14, 15
227	Daisy	1, 2, 4, 6, 7, 9, 12, 13, 14
228	A Vacation	3, 5, 6, 8, 9, 10, 12, 13, 15
229	How I Found Myself	2, 3, 5, 8, 9, 10, 11, 12, 13, 15
230	Muff	1, 3, 5, 7, 8, 9, 11, 12, 15
231	Prejudice	1, 3, 4, 5, 6, 9, 10, 13
232	Farm Life	1, 3, 4, 6, 8, 10, 11, 13, 15
233	Living Together	1, 2, 4, 6, 7, 9, 10, 14
234	A Shock	2, 3, 4, 6, 7, 10, 11, 12, 13, 14
235	Having A Baby	1, 4, 9, 10, 13, 14
236	Tatoo Man	1, 3, 7, 8, 10, 13
237	Why I Wanted My Education	1, 5, 6, 8, 9, 11, 13, 15
238	Learning To Fill Out Money Orders	1, 2, 3, 5, 6, 7, 9, 12, 14
239	Hurricane Warning	1, 2, 4, 6, 9, 11, 13, 14, 15

Story No.	Story Title	No. of the TRUE Statement
240	Daisy Part II	1, 3, 5, 6, 7, 8, 9, 12, 13, 14, 15
241	King's Dominion	2, 4, 6, 11, 14, 15
243	Reading Problems	1, 4, 8, 12, 13, 15
244	Letter To The Editor	1, 2, 5, 6, 8, 9, 10, 12, 14
245	My First Date	1, 3, 6, 7, 9, 11, 13
246	Speedy	2, 3, 5, 8, 10, 11, 12, 14, 15
300's		
301	A Hunter's Experience	1, 3, 5, 6, 7, 10, 11, 13, 14, 15
302	A Male Operator	1, 3, 4, 6, 11, 12, 14
303	Making Molasses	1, 3, 4, 6, 7, 8, 11, 12, 15
304	Teaching Father To Read	1, 3, 5, 6, 8, 9, 10, 11, 13, 14, 15
305	Herbs	1, 2, 3, 7, 8, 10, 11, 12, 13, 15
306	Legal Aid	2, 3, 5, 6, 7, 12, 14, 15
307	Woodrow Wilson	2, 4, 6, 7, 9, 10, 11, 12, 14
308	The Training Of A Swimmer	1, 3, 4, 6, 7, 9, 10, 11, 13, 14
309	My Grandmother	1, 3, 5, 7, 9, 10, 11, 12, 13, 15
310	Tater Tales	1, 2, 4, 7, 8, 9, 10, 11, 12, 13, 14
311	Turkey Farming	3, 4, 8, 9, 11, 12, 13, 15
312	Fishing Secrets	1, 4, 6, 7, 9, 12, 13, 14, 15

Story No.	Story Title	No. of the TRUE Statement
313	Bear Hunting	3, 4, 6, 8, 9, 10, 11, 12, 15
314	Christmas In The Country	3, 4, 6, 8, 9, 10, 11, 12, 14
315	The Incident	2, 5, 8, 9, 10, 11, 12, 14, 15
316	Immigration	2, 5, 6, 7, 8, 9, 11, 12, 13, 15
317	The Way Things Were Then	1, 4, 5, 7, 8, 10, 11, 12, 13
318	Army Life In Germany	1, 2, 4, 5, 6, 8, 9, 12, 14, 15
319	How I Started Working At The Holiday Inn	1, 3, 4, 5, 6, 8, 9, 10, 13, 14, 15
320	All Aboard The Happiness Train	1, 4, 6, 9, 10, 13, 15
321	Getting By On Nothing	2, 4, 6, 10, 12, 13, 15
322	Employee Of The Year	3, 5, 6, 8, 9, 10, 11, 12
323	The Process	2, 3, 5, 7, 8, 9, 10, 13, 14, 15
324	Playing With Fire	1, 3, 4, 10, 11, 12, 13, 14, 15
325	Getting A Learner's Permit	2, 3, 5, 6, 7, 9, 11, 12, 14, 15
326	Broke In D. C.	1, 2, 4, 7, 8, 11, 14, 15
327	How I Had My Little Girl	1, 4, 7, 8, 11, 12, 13, 15
328	Southwestern	1, 3, 4, 6, 8, 11, 12, 13
329	Being A Single Parent	1, 2, 5, 6, 7, 8, 9, 10, 11, 13
330	Caring About Your Family	2, 4, 6, 7, 8, 10, 12, 14, 15
331	For His Own Good: What Causes Delinquency	1, 4, 5, 7, 9, 11, 13, 14

Story No.	Story Title	No. of the TRUE Statement
332	Family Surprise	1, 2, 3, 5, 8, 9, 11, 12, 15
333	A Savings Account	2, 6, 7, 9
334	Learnig About Politics	2, 4, 6, 9, 12, 13, 15
335	The Divorce Problem	1, 4, 5, 8, 9, 12, 13, 14
336	The Beauty Of Natural Childbirth	1, 2, 4, 7, 9, 10, 11, 14
337	How It Feels To Be Santa Claus	1, 4, 5, 6, 10, 13, 14, 15
338	Midnight Sun	1, 7, 8, 11, 13, 15
340	Riding To The Calgary Stampede	2, 3, 5, 6, 8, 11, 12, 14, 15
341	Shirley's Heart Surgery	1, 3, 8, 9, 10, 11, 13, 15
342	Making A Difference	2, 4, 5, 6, 11, 13, 15
400's		
401	I'm Making Time But I'm Lost	1, 4, 5, 7, 8, 12, 13, 14, 15
402	Morton's Food	1, 3, 7, 10, 11, 12, 14
403	How I Found Out I Was In Vietnam	1, 2, 5, 8, 10, 11, 12, 14, 15
404	Old Family Pets	1, 2, 3, 4, 6, 8, 9, 10, 11, 12, 13, 14, 15
405	Bridge Over Troubled Water	1, 2, 5, 6, 7, 8, 10, 12, 13, 14, 15
406	Learning The Hard Way	1, 2, 3, 4, 6, 7, 9, 11, 12, 13, 14, 15
407	Growing Tobacco	1, 2, 4, 6, 8, 11, 14, 15
408	Learning From Your Mistakes	1, 3, 4, 5, 8, 9, 10, 11, 13, 14, 15

Story No.	Story Title	No. of the TRUE Statement
409	Montpelier	2, 3, 6, 9, 12
410	She Was Determined To Do It	2, 3, 5, 6, 11, 12, 13
411	Life Of A Recruit	2, 3, 5, 6, 11, 13
412	Hardships Of A Marine In Vietnam	1, 3, 4, 6, 11, 14, 15
413	Taking A Village	1, 3, 4, 6, 7, 9, 11, 12, 13, 14
414	Letter To The President-Elect	1, 3, 5, 6, 7, 9, 10, 11, 12, 13, 15
415	The Early Years: How I Got Started	1, 3, 5, 6, 8, 9, 10, 11, 12, 13, 15
416	A Letter To The President	1, 4, 6, 8, 10, 11, 12, 13, 14, 15
417	My Life And Welcome To It	1, 5, 6, 7, 9, 10, 11, 13, 14
418	Moving Up	2, 4, 7, 8, 10, 11, 13, 14, 15
419	My Experience With President Ford	2, 3, 5, 7, 9, 10, 11, 12, 15
420	A Brand New Life In The United States	2, 4, 6, 7, 10, 13, 15

AIRI

(Adult Informal Reading Inventory)

teacher's copy

A LUNCH DATE

by James Anderson

I was walking on Main Street this morning, and I met a girl I know. So I asked her where had she been so long? She told me she had just come back from a job. Then I asked her does she want to go to lunch. She said yes. We went down to the Humpty Dumpty. Then we left. I told her I would see her later.

(F) 1. Where was the author walking?
(down Main Street)

(F) 2. Whom did he meet?
(a girl he knew)

(V) 3. What is Humpty Dumpty?
(a restaurant, a place to eat)

(I) 4. How often did he see the girl?
(not very often, seldom)

(I) 5. Why hadn't the author seen the girl in awhile?
(She had been working.)

A MYSTIC HAPPENING

One day I was walking along. I heard a voice, but I saw no one. I heard a voice that sound so sweet. It must have been Jesus talking to me. He said one word that thrill my soul. He said another word that thrill me more. He said, "Who that believe in the Father and the Son have everlasting life."

(F) 1. How did the author know that he was not alone?
(heard a voice but didn't see anyone)

(F) 2. What happens if you believe in the Father and the Son?
(everlasting life)

(V) 3. What does thrill mean in "thrill my soul?"
(to have a feeling of excitement)

(I) 4. How did the author know that it was Jesus that was talking to him?
(voice so sweet)

(I) 5. How do you think the author felt when he first heard a voice without seeing anyone?
(scared or surprised)

A SHORT MARRIAGE

by James Anderson

Last night when I got home I went to bed. I had this dream. My dream was about this girl. I got married to her. All my friends were there. We stayed married for two months. Then I woke up. That was all. I sure wish it would have lasted longer.

(F) 1. What happened to the author last night?
(He had a dream.)

(F) 2. What did he dream about?
(getting married)

(V) 3. What is marriage?
(a mutual agreement binding people for life, or a legal document, etc.)

(I) 4. How big a wedding did he have?
(big, all his friends were there)

(I) 5. Why didn't his marriage last longer?
(He woke up.)

BOY IN THE COUNTRY

When I was a boy I grew up in the country. I would walk down to the country store. I would meet my father there. As I began to grow, I wanted to leave the country. I wanted to go visit the town more and more. The town had a movie one day of the week. I always have liked movies. The country has a lot of old people and not so many young people. Everything is nice and quiet there. The young people might not be grateful for the quiet.

(F) 1. Why did the boy go to the store?
(to meet his father)

(F) 2. How is the country described in the story?
(nice and quiet)

(V) 3. What does grateful mean?
(to value, to appreciate)

(I) 4. Why did the author want to go to the town?
(to go to the movies)

(I) 5. Why are there lots of old people and not so many young people in the country?
(too quiet, not much to do, etc.)

A QUICK EXIT

by James Anderson

Last night I was walking home from work. I stopped by the Safeway. Some boys I knew were there. So I asked them what was going down. They said there were two dudes who got to fighting. One boy left to get his gun. I told them right then I would check them later. So I left.

(F) 1. Why did the author stop at the Safeway?
(saw some friends)

(F) 2. What were the boys at the Safeway doing?
(watching a fight between two dudes)

(V) 3. What does "check them later" mean?
(see them later)

(I) 4. Why did the author decide to leave right when he did?
(didn't want to be involved in a fight with a gun)

(I) 5. How do you usually know when something out of the ordinary is happening?
(crowd around fight draws a crowd)

LUCKY DAY

by William Gray

Last night at 6:30 I left school and went home. I stopped by the store. I got the dog a can of dog food. Then I fed the dog. I went on in the house and went to bed. I got up in the morning and came to work. Before I started work I washed my face and hands and changed clothes. Then I went in the lunch room. I got the tray and my food. But when I went to pay, I had no money. I said to myself, "I wonder what happened to my other dollar?" I looked in my wallet. I didn't see it. I kept on looking. Then I found forty-five dollars in my wallet. It was kept from last pay day. Boy was I happy.

1. What did he do before he went to work?
(changed clothes, washed face and hands)
2. What happened when he went to pay?
(He couldn't find his money.)
3. What is a wallet?
(a folder to keep money in)
4. Why is this story called "Lucky Day"?
(He found $45.00.)
5. What happened to his other dollar?
(He bought dog food, lost it, or the like.)

THE BIG YELLOW CAT

by Freeda Evans

We had gone to town on Sunday evening. When we got back there was a big yellow cat. And he came in the house with us. He has really been a lot of fun. He went into the bathroom, and he got in the bathtub. He would run from one end to the other. He really sounded like somebody, and he would get into the sink and lay down. He filled the sink up. When I come through the door, there he was in the sink. I did have to brush my teeth so I made him get out. Then I brushed my teeth for school. He is so much like a human sometimes it scares me. He doesn't belong to us, but he is a great cat!

(F) 1. What did they find when they got back from town on Sunday?
(a big yellow cat)

(F) 2. In what ways was he a lot of fun?
(He ran in the bathtub.)

(V) 3. What does "he's so much like a human" mean?
(He has personality, character, etc.)

(I) 4. What does the author think of the cat?
(He's a great cat.)

(I) 5. What do you think the author will do with the cat?
(doesn't say, send him back to his owner, let him go)

DAY IN AND DAY OUT

by Gene Dorman

When you watch kids you have to keep them out of trouble. The meanest one is the baby. He's all the time into things. One day he got into a bucket of paint and dumped it onto the floor. It was a good thing it was water base.

When the other three gets home from school then you really have a handful. The first thing they do when they get home is raid the ice box and turn on the TV. Then while you're watching them, the baby gets into things. It's the same thing day in and day out. You clean one thing and they're into another.

1. Who was the meanest kid?
   (the baby)
2. What did the baby dump on the floor?
   (paint)
3. What does it mean to "raid the ice box."
   (steal from the refrigerator)
4. How many children does the man have?
   (four)
5. What does the author think of housekeeping?
   (He thinks it's boring.)

TRADING TRUCKS

by William Gray

I left home and went to the I. G. A. store. When I got back home, my brother said that the man at College Toyota had called, and for me to call him back. So I called back.

One of the salesmen answered the phone. I said, "This is William speaking."

He said, "How are you doing, Mr. Gray?"

I said, "Fine."

He said, "I called to let you know we have some new trucks on the lot, in case you were interested in doing some trading." I said I would be up there in March to look at them. So he said, "Okay, Mr. Gray, be looking for you in March."

I said to myself, "No, you won't see me."

I did go to Lynchburg Saturday, but I didn't go to the Toyota place. I went to the Dodge dealers instead, but there wasn't anybody there. So I came back home.

1. Why did the man from College Toyota call?
   (to let the author know they had some new trucks on the lot)
2. When was the author going to go look at the trucks?
   (March)
3. "Trading trucks" in this story means?
   (turning in an old truck for a new truck)
4. Why did the author go to the Dodge dealer instead?
   (doesn't say — he didn't want a Toyota — he didn't like the people at the Toyota dealer, etc.)
5. What did the author do with his truck?
   (He kept it.)

CHECKING THE CAR

by William Gray

Today about 11:30 I cranked my car up to take it to the garage for inspection. I drove it over to the garage and pulled up in the door. I asked the shop foreman could I get an inspection today.

He said, "What are you going to inspect? That old thing?"

I said, "Yes."

He said, "Pull it on inside, and I'll get one of the men to check it over. Put on the lights, try the signal light, try the brake light, try the back up light, blow the horn, cut on the wind-shield wiper."

He said, "You can cut off everything now and step out." Then he had to jack the car up and shake the front end. Then he had to pull one wheel and check the brakes. He put the wheel back and let it down. Then he scraped the old sticker off and put on a new one and said, "Three dollars and happy motoring."

1. Why did the author take his car to the garage?
   (to get his car inspected)
2. What parts of the car did they check?
   (lights, brake light, horn, wipers, brakes)
3. What does "inspection" mean?
   (check out and legally approve)
4. What do they check when they "pull one wheel?"
   (the brakes)
5. Why did the man say "Three dollars and happy motoring?"
   (He passed.)

GETTING A JOB

by Jesse Lee Bradford

It's easy to get a job. The man, he talked nice. He asked me have I ever worked before in my life. He asked me do I have a phone. He asked me do I like to work on Saturdays and Sundays. He said he'll try to have an opening for me Tuesday. He said he'd call me Tuesday.

Before you go in you have to fill out an application. First you put your name, your address and your telephone number. And you have to put the month and year you was born in. And you had to put whether you have ever been sick before. And you have to put your height, your age, and if you ever had any jobs before.

(F) 1. What did the man ask her?
(if she ever worked before, if she has a phone, and if she likes to work on Saturdays and Sundays)

(F) 2. What should you do before you go in for an interview?
(fill out an application)

(V) 3. What do you do when you fill out an application?
(make a written request for a job, ask for a job in writing, etc.)

(I) 4. Why do you think employers ask you if you have a phone?
(to find out if they could call you to come to work)

(I) 5. Why do you think the man asked so many questions?
(to see if you've ever worked, to get a sense of how you talk, act, think, etc. or anything reasonable)

WORKING ON THE FARM

by William Gray

When I was a little boy, I worked on the farm. I helped get up the hay and helped pull corn. When the weather got cold, we went in the barn and shucked the corn. Then we put the corn in its bin. We would haul feed in and grind it up. We would feed the feed to the cattle in the winter before we would start on the hay. After the feed was gone, we would start on the hay and corn. By the time we used up all the hay and corn, Spring had come.

1. About how old was the author when he worked on the farm?
   (a little boy)
2. What did they feed the cattle in the winter?
   (corn, hay, feed — two at least)
3. What does it mean, "we shucked the corn?"
   (took the husks off)
4. What was a sign of Spring?
   (The hay and corn were used up.)
5. How easy is it to keep cows fed during the winter?
   (not easy — the corn, hay and feed must be prepared and stored)

A TRAIN TRIP

by Freeda Evans

Me and my daughter had never ridden the train before, so we were looking forward to it. We were kinda scared, too. We went ahead and got a cab to the train station, and this guy got our tickets. He brought our tickets with the money that my friend had sent us. So, we waited and waited on the train to come, and this cab driver waited, too, to make sure we got on the train because we were kinda scared.

We finally got on the train, but the door started to shut on us. They were made of rubber, and you had to push them apart so they wouldn't come together on us. They showed us what seat to sit in, and it had a number on it, stuck up on top of the seat. So, we rode on the train, and my daughter went to sleep, and I watched the things go by the window. We had a lot of fun.

1. How did the author get to the train station?
   (by cab)
2. What did the author use to buy the tickets?
   (money a friend had sent)
3. What does "the doors didn't come together" mean?
   (The doors didn't close.)
4. Why was the author scared?
   (never ridden on a train before)
5. How did the author like the first train ride?
   (had a lot of fun)

GETTING A RIFLE

by William Gray

When I was a teenager I wanted a rifle. I used to mow lawns to make enough money to buy it. My first gun was an air rifle. After I got the air rifle I used to do a lot of target practice with it, but it shot crooked. I wasn't satisfied with that. I wanted me a real, real gun.

I pulled water cress out of a wheat field and made twenty-nine dollars that week. I went to the hardware store and bought my rifle and one box of bullets. Then I went home. I put two bullets in the rifle, walked across the yard, set up a tin can and walked back. I shot at that and hit the tin can. I was satisfied with my gun. I said one day I was going hunting. I have never got around to it yet.

(F) 1. How did the author earn money to buy the guns he wanted?
(mowed lawns, pulled water cress)

(F) 2. Why wasn't the author satisfied with his first gun?
(It wasn't real.)

(V) 3. What does "satisfied" mean in "I was satisfied with my gun"?
(happy with)

(I) 4. What do you have to do before you can go hunting?
(get a gun)

(I) 5. What is more important than practicing in becoming a good shooter?
(having a gun that shoots straight)

TODAY

by Catherine Jones

When I woke up this morning about 6:00, I felt very happy. I called the boys to get up for school. I asked them did they want me to fix some hot cakes for them. And they said, "Yes, Mother we would love it. We haven't had any for about two months!"

After fixing the breakfast down to the last hot cake, the telephone rang. My daughter told me there was a phone call. I said, "From who?"

She said, "It's a man, mother."

I felt pretty happy, I thought it was about my car. It was Mr. Jackson. I was very happy because I figured it was something about the school. So he said, "Come to school and bring Doris." That's my daughter. So I rushed her up, and I rushed myself, too. I was very happy about coming to school.

(F) 1. How did the author feel when she got up in the morning?
(She felt happy.)

(F) 2. What did the author think the man was calling about ?
(She thought he was calling about her car.)

(V) 3. What does rush mean?
(to hurry, to speed up)

(V) 4. What does the author mean by "figured" in: "because I figured it was something about school."?
(think, imagine, guess)

(I) 5. What did the author do that morning that might make her sons think that she was feeling happy.
(She made them hotcakes.)

ABOUT MY TWO COUSINS

by Diane Brown

Sandra and Denise are sisters. Sometimes they fight each other. Sandra, she is spoiled, and she gets what she wants sometimes. Denise, she is my heart. She is 9 years old. She goes to Clark School. She is in the fourth grade. Sandra goes to Clark School, too. She is in kindergarten. Sandra, she got a hard head. She will give you the head butt, and it will hurt. It will give you a headache. Denise is crazy about me. I love her so much. That's my heart.

(F) 1. Which of the two sisters is spoiled?
(Sandra is spoiled.)

(G) 2. What school do Sandra and Denise go to?
(They go to Clark School.)

(V) 3. What does she mean by the sentence. "That's my heart."?
(She loves her, is crazy about her, cares for her, etc.)

(I) 4. Which of her two cousin's is the author's favorite?
(Denise is her favorite cousin)

(I) 5. What is it that Sandra does that would make you think that she is spoiled?
(She will give you a head butt.)

STREET BASKETBALL

by John Vest

You just walk up to the court and say, "I got the winner next." Sometimes we play one on one, and then again we play a zone defense. A zone defense is a five man game, a full court game. You don't stick with one man, you go back and forth all over the court.

We play at least five games and then go to the store and come back. Then we play into the night. We have a whole lot of hacking — people hitting you on the arm or kicking you or knocking you down. Most of the guys drink when they play

1. How do you get to play a game of street basketball?
(just walk up on the court)
2. About how many games do they play before going to the store?
(at least five games)
3. What is a zone defense?
(a five man, full court game where you play all over the court)
4. What words tell you that this is a rough basketball game?
(hacking, kicking, knocking, hitting — at least two)
5. Why do you think people play street basketball?
(doesn't say — something to do, no chance to play organized sports, etc.)

JOE VEST

by Harrold Jackson

There was a man named Joe Vest. He worked on a farm for Mr. Green for fifty cents a day for many years. After a number of years working, he told Mr. Green that he had enough money to last him the rest of his life and he wasn't going to work any more. Mr. Green said, "I'm sorry to hear that. How much money do you have?"

Joe answered by saying, "I have forty dollars."

Mr. Green told him that he would give him ten dollars more and a month's vacation if he came back to work for him. Joe had never been out of the state of Virginia, so Mr. Green sent him to Georgia on vacation. Joe did not know that blacks could not go in restaurants in Georgia and sit down and eat. So he went in and ordered coffee and was arrested. When he went before the judge, he said, "Black Boy, you haven't done anything, so I will turn you loose, if you catch the next train out."

Joe said, "Judge, your honor, if you will turn me loose, I will catch the train that left here this morning."

1. Why did Joe want to quit work?
   (He felt he had enough money to last him the rest of his life.)
2. What would Mr. Green give Joe if he came back to work?
   (ten dollars more and a month's vacation)
3. The "next train out" means?
   (the next train that leaves the station)
4. Why did the judge feel Joe had not done anything?
   (Joe didn't know the Georgia laws.)
5. How did Joe feel about leaving Georgia?
   (He couldn't wait to leave.)

SNOW

by Ardell Heath

This morning this friend of mine told me it was snowing. I didn't believe him. I looked for myself, and it was true; it was snowing! I asked some friends downstairs how did they like the snow. They said it didn't matter too much to them because they weren't going anywhere. From there I went over to my counsin's house and ate breakfast.

My aunt came after my little girl. She was anxious to get out in the snow. So Rose and I sat till about 8:30. When we got out in the snow she said if it snowed too hard she was going to get her boyfriend to pick us up at noon. I told her it's all right if it snowed but I hope it don't stick to the streets. Then I told her that they'd probably have a bus that would come and pick us up and bring us home. She said she hoped so because if it be snowing too hard and ice on the road, she won't be able to come.

(F) 1. What was the weather like that morning?
(It was snowing.)

(F) 2. Who came after the little girl?
(the author's aunt)

(V) 3. What does "anxious" mean in this sentence, "She was anxious to get out in the snow."?
(wanted to, couldn't wait, excited about, ready to, etc.)

(I) 4. Why doesn't snow matter to some people?
(They don't plan to go anywhere, or they don't drive.)

(I) 5. What makes it dangerous if snow sticks to the streets?
(copy omitted)

EVERYDAY LIFE IN JAIL

I came in from New York on April the 5th. I stayed in the segregation cell for five days. The segregation cell is a cell that's separated from everyone else, and it's got a camera looking in the cell all the time. After I stayed there, I finally got the guards to move me back in the cellblock where there are six cells.

The time goes by pretty fast. Weeks go by faster than they would normally. On the streets they go by pretty slow. Here they go by pretty fast after you get used to the place. Otherwise it's pretty rough being in here. People are always telling me what to do. They're always hassling me about something:

"Get up and make your bed." "Clean the floors."

Once every month or two they have a jail inspector that comes around. He comes around to each cell block and he asks, "Are you having any problems?" If you have any complaints you can tell him, and he will jump on the jail administrator. Things work pretty fair here.

1. How long did the author stay in the segregation cell?
   (five days)
2. How often does the jail inspector come around?
   (every month or two)
3. What is a segregation cell?
   (a cell that is separated from everyone else)
4. How does the author feel about time in the story?
   (Time goes by faster in jail than on the streets.)
5. How did the author feel about life in jail?
   (Jail is rough, but things are pretty fair.)

TWO MEN

by Harrold Jackson

There was two men in a town. Their names was Arthur and Preston. They didn't have anywhere to sleep and no place to eat. And it was cold and rainy. They said to one another, "What are we going to do for a place to stay and something to eat?"

Arthur said, "I have an idea. We will go in the ABC Store and steal a bottle of wine."

So he went in and got his wine. When he came out, he was arrested, and they both was put in jail. The next morning at breakfast time, they brought them gravy and bread and black coffee. They told the jailer that they didn't want that because they didn't eat it at home. So a prisoner told them to take it, if they didn't they would have the same for lunch. But they did not take it. At lunch they had the same plate and the same cup of coffee. And they told the jailer, "We told you earlier that we didn't want that mess."

And the jailer said, "I don't blame you boys. I wouldn't eat it either." And kept walking.

1. What were the two men's names?
   (Arthur and Preston)
2. What did they get to eat in jail?
   (gravy, bread and coffee)
3. What does "arrested" mean?
   (taken by police and put in jail)
4. How is the food in jail?
   (not too good)
5. How did the jailer feel about the two men not eating?
   (He agreed with them. He said he wouldn't eat it either.)

WORKING

by Jay Adams

After I came out of training I worked for three months. I was making three dollars and seventy four cents an hour. All the other guys, the white guys and the black guys, they couldn't believe it because I couldn't read. But when I went through training, I stored all the stuff in my mind because it was a job that I had to do.

I worked hard because I didn't want to disappoint the lady that helped me get the job, and I didn't want to disappoint myself. All the guys really pitched in. After they got to know me better, they really pitched in and helped me out. So, I didn't have any problems and my work was always satisfactory because I put everything I had into it. In a case like this, I couldn't read, I couldn't write, but I could manage to learn my job. It really helped me to say, "Hey, I got this together." "I got this nailed down." "I know what I'm doing."

1. How long did the author work?
   (three months)
2. Why did the author work hard?
   (He didn't want to disappoint the lady or himself.)
3. What does "pitched in" mean?
   (to help out)
4. "I got this nailed down" means?
   (I'm very good at what I do.)
5. How did the author make up for some of his weaknesses?
   (He put everything he had into his work.)

SUPERFLY

by Jack Sapin

There was this boy that used to swim on our team. They called him "Superfly" because he could do butterfly faster than anyone on the team. He could do the freestyle faster than anyone in the Jefferson League. He'd been on a team ever since he was four years old. He does butterfly so much that he's built a chicken breast on his chest from where his bones have pushed together when his arms come up. When he does swim in a championship, he usually gets some trophies. He's had a trophy for every time that he's been in the championship. He sets records for the championship. Since he left, the team ain't been that much.

He went to the Nationals in Indiana, and I haven't heard from him. But I talked to his mother, and she said he'll be swimming in the Olympics either this year or four years from now. And I think he'll be pretty good at them.

1. What was the boy's nickname? *(Superfly)*
2. What League did they swim in? *(Jefferson League)*
3. What does championship mean? *(to win the top prize, be the best, etc.)*
4. Why was the boy called "Superfly?" *(He was fast at the butterfly.)*
5. What does the author think of Superfly's swimming ability? *(He thought he was good.)*

SUNDAY

by Geneva Henderson

I go to church on Sunday, and I be there at 10:00. I enjoy the service. You join in with the choir singing. After church, I go home and cook.

I promised my little granddaughter, Helise, I would make her some cup cakes. And then I fixed her some jello because she wanted some.

Joyce and Frances, they went to the laundromat. The car broke down, and they had to have a wrecker.

And I asked them, "How was you all going to get home?"

And they said they called Anne. By the time the wrecker truck got there, Anne was there.

And I said, "But if Anne couldn't have come, how would you all have gotten home?"

And they said, "We would have ridden in the truck!"

(F) 1. What did the author promise her granddaughter?
(She promised her cup cakes.)

(F) 2. What happened to the car at the laundromat?
(The car broke down.)

(V) 3. What is a laundromat?
(a place where you pay to wash your laundry)

(I) 4. Who can you call when your car breaks down?
(a wrecker, tow truck)

(I) 5. What would be another title for this story?
(After Church, Stuck at the Laundromat, etc.)

A VETERAN'S OPINION

by Fuzzy Spears

Sixty percent of crimes that are committed today between armed robberies and murders and kidnapping were done by veterans out of a job. They should not have trained us with the idea to kill. The psychological problem is that they put you in a suit that cuts off all feelings, all your hearing, all your smell, your sight and all your senses are gone. You're not thinking.

The United States is making a big mistake. I think even Russia, China, all the world powers, is making a big mistake, for just having an armed forces recruited to protect it with. But protect it against whom? They wouldn't need protection against another country if they would keep to themselves. I think people should just quit fighting.

1. What percent of crimes does the author feel are committed by unemployed veterans?
   (60%)
2. What are the three senses mentioned by the author?
   (hearing, smell, sight)
   (credit for 2 out of 3)
3. What does the word protection mean?
   (guarding or defending against harm, or shielding)
4. What is the author's opinion of the training of U. S. soldiers?
   (It was wrong that they trained them to kill.)
5. According to the author, what mistake is the U. S. and the world powers making?
   (having armed forces recruited to protect it with)

LIVING THROUGH THE DEPRESSION

by Pearly Bondurant

My husband was out of work for a very long time. Finally he found some work, and we lived on where we were for quite awhile because my third child was a baby still and we couldn't leave. It was kinda lonely at times, too, because during this time there were lots of people wandering around from place to place asking for food. A lot of people in my town were always afraid, but I never seemed to be really afraid. Although, when dark began, I would be sure all the children were in, and my doors were fastened. I never heard anyone knock on my door. If they had, I would have shared with them. Different neighbors would tell me that different ones came to their doors, but I said I never heard anyone. But as the Depression wore on and it was getting better, we did have people come to our door. It was a sign for us that things might be ready to change for the better.

1. Why couldn't the author move to a different place?
   (still had a baby that couldn't be moved)
2. What did the author do to make sure that everything was safe at night?
   (had the children in by dark and fastened the doors)
3. What does depression mean?
   (period of low economic activity or prosperity)
4. What type of person do you think the author was?
   (kind, nice, she would share with the strangers)
5. Why might people be afraid during this time?
   (don't know what strangers asking for food might do)

DRUGS

by David Powell

There are ways to help someone who has been on heroin and has become an addict. One way is if the person each morning stops by the hospital and the nurse gives him a glass of orange juice, but the orange juice has an exact amount of drug called methadone mixed in it. This is better than a shot of heroin which he would otherwise take each morning. He won't nod into a world of his own, and he can hold a job while under treatment. But it must continue for years, and sometimes it is not a true cure, but it does help many addicts.

This way may only be replacing one kind of addiction with a better kind. Another narcotic cure is to take something shaped like a tablet. He must take it everyday, and he cannot get the usual reaction from narcotics. It is used to make him lose his desire for drugs.

Some other methods are to use meditation or go to institutes to help them to become better aware of their relationships to the world.

1. What is mixed with the orange juice?
   (methadone)
2. How often must a person take the tablets?
   (everyday)
3. "Nod into a world of his own" means?
   (He loses contact with the real world.)
4. Why is orange juice with methadone in it a method to help someone on heroin?
   (Methadone replaces the person's need or desire for heroin.)
5. Why would meditation and institutes help a heroin addict?
   (gives him the chance to get off heroin and begin living in the real world)

GETTING A JOB

by Jesse Lee Bradford

It's easy to get a job. The man, he talked nice. He asked me have I ever worked before in my life. He asked me do I have a phone. He asked me do I like to work on Saturdays and Sundays. He said he'll try to have an opening for me Tuesday. He said he'd call me Tuesday.

Before you go in you have to fill out an application. First you put your name, your address and your telephone number. And you have to put the month and year you was born in. And you had to put whether you have ever been sick before. And you have to put your height, your age, and if you ever had any jobs before.

A LUNCH DATE

by James Anderson

I was walking on Main Street this morning, and I met a girl I know. So I asked her where had she been so long? She told me she had just come back from a job. Then I asked her does she want to go to lunch. She said yes. We went down to the Humpty Dumpty. Then we left. I told her I would see her later.

A MYSTIC HAPPENING

One day I was walking along. I heard a voice, but I saw no one. I heard a voice that sound so sweet. It must have been Jesus talking to me. He said one word that thrill my soul. He said another word that thrill me more. He said, "Who that believe in the Father and the Son have everlasting life."

A SHORT MARRIAGE

by James Anderson

Last night when I got home I went to bed. I had this dream. My dream was about this girl. I got married to her. All my friends were there. We stayed married for two months. Then I woke up. That was all. I sure wish it would have lasted longer.

BOY IN THE COUNTRY

When I was a boy I grew up in the country. I would walk down to the country store. I would meet my father there. As I began to grow, I wanted to leave the country. I wanted to go visit the town more and more. The town had a movie one day of the week. I always have liked movies. The country has a lot of old people and not so many young people. Everything is nice and quiet there. The young people might not be grateful for the quiet.

A QUICK EXIT

by James Anderson

Last night I was walking home from work. I stopped by the Safeway. Some boys I knew were there. So I asked them what was going down. They said there were two dudes who got to fighting. One boy left to get his gun. I told them right then I would check them later. So I left.

LUCKY DAY

by William Gray

Last night at 6:30 I left school and went home. I stopped by the store. I got the dog a can of dog food. Then I fed the dog. I went on in the house and went to bed. I got up in the morning and came to work. Before I started work I washed my face and hands and changed clothes. Then I went in the lunch room. I got the tray and my food. But when I went to pay, I had no money. I said to myself, "I wonder what happened to my other dollar?" I looked in my wallet. I didn't see it. I kept on looking. Then I found forty-five dollars in my wallet. It was kept from last pay day. Boy was I happy.

THE BIG YELLOW CAT

by Freeda Evans

We had gone to town on Sunday evening. When we got back there was a big yellow cat. And he came in the house with us. He has really been a lot of fun. He went into the bathroom, and he got in the bathtub. He would run from one end to the other. He really sounded like somebody, and he would get into the sink and lay down. He filled the sink up. When I come through the door, there he was in the sink. I did have to brush my teeth so I made him get out. Then I brushed my teeth for school. He is so much like a human sometimes it scares me. He doesn't belong to us, but he is a great cat!

DAY IN AND DAY OUT

by Gene Dorman

When you watch kids you have to keep them out of trouble. The meanest one is the baby. He's all the time into things. One day he got into a bucket of paint and dumped it onto the floor. It was a good thing it was water base.

When the other three gets home from school then you really have a handful. The first thing they do when they get home is raid the ice box and turn on the TV. Then while you're watching them, the baby gets into things. It's the same thing day in and day out. You clean one thing and they're into another.

TRADING TRUCKS

by William Gray

I left home and went to the I. G. A. store. When I got back home, my brother said that the man over at College Toyota had called, and for me to call him back. So I called back.

One of the salesmen answered the phone. I said, "This is William speaking."

He said, "How are you doing, Mr. Gray?"

I said, "Fine."

He said, "I called to let you know we have some new trucks on the lot, in case you were interested in doing some trading." I said I would be up there in March to look at them. So he said, "Okay, Mr. Gray, be looking for you in March."

I said to myself, "No, you won't see me."

I did go to Lynchburg Saturday, but I didn't go to the Toyota place. I went to the Dodge dealers instead, but there wasn't anybody there. So I came back home.

CHECKING THE CAR

by William Gray

Today about 11:30 I cranked my car up to take it to the garage for inspection. I drove it over to the garage and pulled up in the door. I asked the shop foreman could I get an inspection today.

He said, "What are you going to inspect? That old thing?"

I said, "Yes."

He said, "Pull it on inside, and I'll get one of the men to check it over. Put on the lights, try the signal light, try the brake light, try the back up light, blow the horn, cut on the wind-shield wiper."

He said, "You can cut off everything now and step out." Then he had to jack the car up and shake the front end. Then he had to pull one wheel and check the brakes. He put the wheel back and let it down. Then he scraped the old sticker off and put on a new one and said, "Three dollars and happy motoring."

WORKING ON THE FARM

by William Gray

When I was a little boy, I worked on the farm. I helped get up the hay and helped pull corn. When the weather got cold, we went in the barn and shucked the corn. Then we put the corn in its bin. We would haul feed in and grind it up. We would feed the feed to the cattle in the winter before we would start on the hay. After the feed was gone, we would start on the hay and corn. By the time we used up all the hay and corn, Spring had come.

A TRAIN TRIP

by Freeda Evans

Me and my daughter had never ridden the train before, so we were looking forward to it. We were kinda scared, too. We went ahead and got a cab to the train station, and this guy got our tickets. He brought our tickets with the money that my friend had sent us. So, we waited and waited on the train to come, and this cab driver waited, too, to make sure we got on the train because we were kinda scared.

We finally got on the train, but the door started to shut on us. They were made of rubber, and you had to push them apart so they wouldn't come together on us. They showed us what seat to sit in, and it had a number on it, stuck up on top of the seat. So, we rode on the train, and my daughter went to sleep, and I watched the things go by the window. We had a lot of fun.

GETTING A RIFLE

by William Gray

When I was a teenager I wanted a rifle. I used to mow lawns to make enough money to buy it. My first gun was an air rifle. After I got the air rifle I used to do a lot of target practice with it, but it shot crooked. I wasn't satisfied with that. I wanted me a real, real gun.

I pulled water cress out of a wheat field and made twenty-nine dollars that week. I went to the hardware store and bought my rifle and one box of bullets. Then I went home. I put two bullets in the rifle, walked across the yard, set up a tin can and walked back. I shot at that and hit the tin can. I was satisfied with my gun. I said one day I was going hunting. I have never got around to it yet.

TODAY

by Catherine Jones

When I woke up this morning about 6:00, I felt very happy. I called the boys to get up for school. I asked them did they want me to fix some hot cakes for them. And they said, "Yes, Mother we would love it. We haven't had any for about two months!"

After fixing the breakfast down to the last hot cake, the telephone rang. My daughter told me there was a phone call. I said, "From who?"

She said, "It's a man, mother."

I felt pretty happy, I thought it was about my car. It was Mr. Jackson. I was very happy because I figured it was something about the school. So he said, "Come to school and bring Doris." That's my daughter. So I rushed her up, and I rushed myself, too. I was very happy about coming to school.

ABOUT MY TWO COUSINS

by Diane Brown

Sandra and Denise are sisters. Sometimes they fight each other. Sandra, she is spoiled, and she gets what she wants sometimes. Denise, she is my heart. She is 9 years old. She goes to Clark School. She is in the fourth grade. Sandra goes to Clark School, too. She is in kindergarten. Sandra, she got a hard head. She will give you the head butt, and it will hurt. It will give you a headache. Denise is crazy about me. I love her so much. That's my heart.

STREET BASKETBALL

by John Vest

You just walk up to the court and say, "I got the winner next." Sometimes we play one on one, and then again we play a zone defense. A zone defense is a five man game, a full court game. You don't stick with one man, you go back and forth all over the court.

We play at least five games and then go to the store and come back. Then we play into the night. We have a whole lot of hacking — people hitting you on the arm or kicking you or knocking you down. Most of the guys drink when they play.

JOE VEST

by Harrold Jackson

There was a man named Joe Vest. He worked on a farm for Mr. Green for fifty cents a day for many years. After a number of years working, he told Mr. Green that he had enough money to last him the rest of his life and he wasn't going to work any more. Mr. Green said, "I'm sorry to hear that. How much money do you have?"

Joe answered by saying, "I have forty dollars."

Mr. Green told him that he would give him ten dollars more and a month's vacation if he came back to work for him. Joe had never been out of the state of Virginia, so Mr. Green sent him to Georgia on vacation. Joe did not know that blacks could not go in restaurants in Georgia and sit down and eat. So he went in and ordered coffee and was arrested. When he went before the judge, he said, "Black Boy, you haven't done anything, so I will turn you loose, if you catch the next train out."

Joe said, "Judge, your honor, if you will turn me loose, I will catch the train that left here this morning."

SNOW

by Ardell Heath

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